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ABSTRACT

Particular aspects of evaluating counseling and guidance programs are discussed and various services which must be included if such programs are to optimally serve the total educational program are reviewed. After a short discussion of: (1) the importance of evaluation, (2) its guiding philosophy, (3) evaluation of staff qualities, and (4) evaluation techniques. The dimensions of an evaluation study are delineated. They include: (1) organizational and administrative structure, (2) physical facilities, (3) guidance personnel, and (4) guidance services. Brief consideration is given to available federal, state and local resources. A select bibliography concludes the publication. (TI)

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GUIDANCE EVALUATION GUIDELINES

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GUIDELINES FOR EVALUATION OF COUNSELING AND GUIDANCE PROGRAMS

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INTRODUCTION

Guidance programs in Washington schools have grown tremendously during the past ten years. Periodically districts supporting such programs should examine and evaluate their effectiveness. Also, districts planning to implement guidance services should have available a guide which will assist in program development.

It is, therefore, the purpose of this publication to: (1) summarize the rationale for evaluation of guidance programs, (2) identify criteria to be used and factors to be considered by the local district or an outside agency when preparing for and conducting evaluation, (3) suggest the kinds of services which should be included in a guidance program, (4) provide a limited rationale for guidance services in school settings, and (5) suggest some basic principles to be considered when establishing guidance programs.

Although some sections of these Guidelines duplicate or supersede similar information contained in The School Counselor, published by this office in 1962, this publication is not intended to replace The School Counselor.

It is hoped that this publication will be of primary use to those administrators responsible for developing and evaluating district guidance programs. These Guidelines should also be of value to all personnel involved in guidance activities as well as to those using such services and desiring further information and knowledge about the functions of the counselor or the purposes of guidance programs.

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FOREWORD

The ultimate objective of any educational program is to provide equal opportunity for every student to achieve optimum development consistent with his own unique capacities, interests, and learning styles. We attempt to help the boy or girl move toward self-understanding and self-direction as well as an awareness and understanding of a sense of responsibility to his world.

Each member of a school staff and each educational experience should contribute to this objective. Evaluation is the process used to determine if programs and experiences supported and encouraged by the school do contribute to the objective defined above.

It is the purpose of this publication to discuss some essential features of evaluation and, more specifically, to relate these to assessment of one educational program: Counseling and Guidance. In addition, this publication reviews various services which should be included in the counseling and guidance program if it is to serve optimally the total educational program.

We hope that this publication will help explain the values and services of a counseling and guidance program, the contributions such a program can make to the total educational experience and development of youth, and the methods which can be used to evaluate the effectiveness of such programs.

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GUIDELINES for EVALUATION
of
COUNSELING and GUIDANCE PROGRAMS

Importance and Need for Evaluation

The healthy growth and improvement of a total school program is dependent upon sound evaluation practices in all areas of the school curriculum. Each decision that is made and each course of action that is plotted is based upon some kind of evaluative judgment. It is logical therefore that these judgments should be founded on the best evidence available. Although there are many possible kinds of evidence which may be utilized as a basis for decision, such as custom and tradition, appeal to authority, logic, and personal experience, the procedure of collecting data on which to base evaluative judgments has proven to be the most fruitful in facilitating educational progress.

The need for systematic collection of data on which to base evaluative judgments concerning educational programs and practices has been emphasized by those responsible for federally funded programs, by state departments, and by local school districts. Many districts, recognizing the need for continuous and rigorous evaluation practices, have implemented appraisal programs utilizing the resources of state department and university consultants and/or of private corporations and consulting firms.

One school program which has experienced recent rapid growth and increased emphasis is the counseling and guidance service. Numerous factors have contributed to the growth of such services, including availability of federal support. If these evolving services are to be effective, thorough and continual evaluation is a necessity. Simple,

objective measuring devices will not adequately appraise most of the complex goals of a counseling and guidance program. A carefully supervised assessment procedure together with systematic gathering of key data by trained observers will be required.

The procedures suggested herein have evolved from experiences of the present authors in conducting evaluation studies of counseling and guidance programs in school systems of the Pacific Northwest. These guidelines are not intended to serve as a "cookbook" for evaluators but rather to set forth some guiding principles and to discuss briefly some of the primary areas of focus. It is intended that the judgment of professional observers will be required to implement these guidelines.

Statement of a Guiding Philosophy for Evaluation

The counseling and guidance program should be studied as an integral part of the total school program. The central goals, concepts, and methods of operation of the entire educational enterprise should find expression in all of its parts, including counseling and guidance services. It is, however, also essential that the point of view underlying the counseling and guidance program be consistent with the position held by the counseling and guidance profession. This point of view, or philosophy, together with the underlying philosophy of the school district, should provide the basis for development of evaluative criteria and standards of comparison used by the evaluation team in its appraisal of the counseling and guidance program of a given district.

An initial responsibility of the evaluation team is, therefore, to agree upon the guiding philosophy concerning counseling and guidance to be used by the team in its evaluation study. The key

features of this philosophy must be clearly stated so that those being evaluated may put all judgments in proper perspective in terms of the underlying philosophies of the counseling and guidance staff, the school district, the counseling and guidance profession, and the evaluation team itself.

Some basic principles have been agreed upon by members of the counseling and guidance profession and would probably be reflected in the evaluation team's point of view. Most professionals concur that the ultimate and primary objective of the counseling and guidance program is to help all students realize optimum development through a continuous, planned program. This entails providing services to deal with the emerging, developmental needs of every student; to prevent the development of serious maladjustments; and to assist with adjustive and remedial cases when developmental and preventive services are inappropriate or have been provided too late.

The specific guidance services to be offered may be labeled in various ways, but should include individual and group counseling; testing and appraisal; occupational and educational information; consultation; coordination; orientation; referral; placement and follow-up; and research and program development. The counselor's services will not usurp or replace services provided by the classroom teacher but are intended to supplement, support, and enhance the classroom teacher's efforts to facilitate optimum development of each student.

In addition, the counselor has a unique role to play in the student's optimum development. The counselor is concerned with the student's development of skills and insights necessary for understanding himself, making decisions, and dealing with the typical developmental tasks and concerns of his particular age and stage of development.

The counselor's contribution to the total educational experience of the student and to the school program is achieved mainly through the process of interaction with students, but also through interaction with staff and parents. The counselor's primary tool for accomplishing his objectives is the counseling process. He does, in addition, use various techniques and types of information to help establish a creative and facilitating learning climate. The counselor's special training and competencies in areas of learning and development should enable him to offer consultive services to students, teachers, parents, and administrators. These services should maximize students' growth and help them replace ineffective and non-productive behavior with behaviors which will lead to the achievement of personal realization, self-direction, and self-control.

This concept of counseling and guidance, which is consistent with current research and theory, is quite different from the technique-oriented, how-to-do-it type guidance worker of the earlier periods in our educational history.

Creating a Favorable Climate

The climate in which an evaluation study is conducted is of paramount importance. The degree to which there is openness and cooperation influences directly the effectiveness of the study. Data collected in the evaluation study must come from several sources, most of which are either directly or indirectly dependent on human observations and must be conveyed in interview situations. Thus a climate must be created and maintained which is favorable for productive working relationships. By this is meant that the personal contacts must be as free from threat as possible. That this condition must exist is based on corroborating research evidence from many sources -- studies

with management groups in business, classroom learning experiments in education, analysis of production records in contrasting industrial plant situations to cite just a few.

There is clear indication that productive working relationships are spawned and thrive best where there is an absence of disabling or restraining tension, freedom from manipulation, and exemption from a feeling of coercion. A climate of acceptance and understanding must exist to ensure that data collected will be valid and results and recommendations of the evaluation team will be utilized by the district.

The working climate will be a product of at least two factors. First, it will be shaped by the degree of mutual trust between those members of the evaluation team from outside and those from within the local school district. Trust is facilitated when the local district, in requesting evaluation, is truly willing to have the entire counseling and guidance program examined thoroughly in an open atmosphere and when the evaluation team, in return, is capable of and committed to doing an objective, fair, professional, and realistic job. The local community should neither expect nor settle for a "whitewash job" or a "preoccupation only with negative aspects" by the evaluation team. The evaluation team should not accept incomplete data, expedient answers to its question, or being manipulated into reporting other than objective facts and its own best professional opinions.

A second factor influencing the climate in which the evaluation is done is the degree to which continuous, clear, two-way communication is established and maintained. This implies direct and honest discussion of dissatisfactions connected with the study. It is essential that all questions posed by the team or by those being evaluated be answered as candidly and objectively as possible. Produc-

tive and constructive dialogue will facilitate collection of pertinent information, clarification of any on-going misunderstandings, and ultimate use of evaluation results.

Evaluation Staff

The evaluation staff should include individuals from both inside and outside the district. Since the ultimate responsibility for implementing the results of the evaluation study must be borne by administrators and staff within the district, it is essential that they be involved throughout the study. Included on the evaluation team from within the district are the superintendent or his representative, two or three key principals representing all levels, teachers, counseling and guidance staff, and representatives from the other pupil personnel service areas such as school psychology, social work, and health services. The size and composition of the evaluation study group will vary depending upon the size and organization of the district and should not exceed 10 to 12 members from within the district. One member of this group will have major liaison responsibilities with the project director and will serve to assist in coordinating the study.

The outside contingent of an evaluation team may be from a university or other contracting agency such as the state department and should include the project director, one or more skilled interviewers, and perhaps a community study specialist. The director should be a person of some stature and experience in the field of counseling and guidance. He should possess group leadership abilities and talents for communicating with the staff and school board. He should also have talents for synthesizing in written communication the essential findings of the study for public consumption. The interviewers will function to

assist the director in gathering data through personal contact. They should be trained at a high level in counseling and guidance with particular skill in the interview process.

A community study specialist may or may not be included in the evaluation. This will depend on the extent to which community resources have been studied and the degree to which community understanding of guidance functions seems to prevail in the district. The degree of community involvement desired will also depend on the collective judgment of the evaluation team, the superintendent, and school board. The community study specialist might be a sociologist with special interests and skills in community study. Such a person may also be helpful in disseminating the study results.

Techniques of Evaluation

Specific methods and techniques of evaluation will be shaped by the objectives and nature of the school system being studied, and thus it is difficult to outline in detail all the techniques that would or should be employed. It is apparent from past experiences of the authors that the fact-finding interview is a tool used extensively. Although there are commercial checklists available for use in evaluating some of the areas mentioned, these are often not flexible enough for the kind of evaluation advocated here. Since the data needed are so diverse it is often most efficient to use the interview approach which has been specifically designed to reveal data pertinent to the program being evaluated. Interviews are required with administrators at all levels, teachers, and counselors. Questionnaires may be used to glean student, parent, and teacher opinions and images. Observation and descriptive statements of others may be employed in gathering information about facilities and materials. Transcripts showing

coursework and employment history of the counselors are usually checked directly. Statements of philosophy, position descriptions, and statements of policy or procedures are examined directly. Guidance practices and facilities will be observed directly by members of the observation team.

A community-wide survey would require a series of community resource inventories as well as selected personal interviews and observations outside the school district.

Dimensions of the Evaluation Study

The following factors are of primary importance to a counseling and guidance program. They provide the major dimensions examined by an evaluation team, relate to counseling and guidance at all levels, K-12, and should be viewed in the context of the total pupil personnel program.

Organizational and Administrative Structure

The administrative structure for counseling and guidance should be examined to determine if provisions are such that an articulated guidance program will function smoothly and as an integrated and integral educational program. A written statement should exist and should include the guiding philosophy on which the program is based, as well as more specific goals and objectives of the program. An organizational plan should be prepared which is consistent with the written statement of philosophy and objectives and which places in proper perspective line-staff and program relationships. Such a plan should include a clear and definitive designation of administrative responsibility for the operation and interpretation of the guidance program. While the guidance organization may assume differing forms in various schools, it is clearly the responsibility of the

administrators to:

1. Work with counselors and other guidance staff in defining the point of view basic to the program, the aims of guidance in relation to the total educational program, and more specific roles and functions of guidance personnel in the school system. This may include written job descriptions which define explicitly the duties and training requirements for each counseling and guidance position.

2. Provide adequate budget and supporting services so as to allow guidance staff to fulfill their defined professional roles.

3. Oversee and coordinate a system of school records which will include all important data reflecting the developmental growth of each student.

4. Serve as a liaison person between school and community and within the school staff, assisting in the interpretation of the program in light of community needs. This is essentially a communication role.

5. Work with the guidance staff in planning for the upgrading of personnel and programs. This may include selection and encouragement of promising and interested teachers or other staff members who wish to become counselors.

6. Represent the profession within the school district and establish its appropriate and integral relationship to the total school program.

In larger school systems this responsibility may reside with either an assistant superintendent's or a guidance director's position. There should be counterparts of this administrator at each subordinate level. This may be a head counselor in each high school, junior high school, and elementary school in the system. In smaller school districts the major administrative responsibility may reside in a head counselor. An advisory guidance committee including representatives from teaching, administration, and the pupil personnel staff has been found helpful in districts of all sizes.

Finally, administrative provisions should include a statement of policy concerning the following: test and communication security; confidentiality of counseling information and files; legal and ethical responsibilities and limitations; and procedures for referral. The importance of such policy statements cannot be overemphasized. Frequently, such statements have been completely neglected in formulating guidance services.

Physical Facilities

Another factor of concern is the degree to which physical facilities for counseling and guidance aid or impede achievement of program objectives. Each counselor should be provided with a separate office free from external distractions, yet easily accessible from the main flow of student traffic. Counselors' offices should also be readily accessible from a main entrance for the benefit of parents and out-of-school persons. For the protection of the counselors some method of communication with the receptionist or other staff members should be provided. An intercom system provides the best solution to this problem.

It is desirable that the guidance area be clearly

disassociated from the principal's office and administrative suite. Furnishings in offices and the reception area should be both functional and attractive. There should be adequate space for storage of counseling records and testing materials, and for display of occupational and educational information. Space should be available for testing, working with small groups of students, and conducting case conferences.

Guidance Personnel

The staffing for counseling and guidance will be a key factor evaluated. Each counselor should possess both appropriate personal characteristics and adequate preparation. A counselor possessing the former without the latter is too often naive while a counselor with training but without ability to establish relationships is invariably ineffective. A person assigned to a counseling position should also demonstrate a commitment to the counseling enterprise within the school setting. Evaluation of many of these characteristics is difficult, but imperative. However, evaluation of training and preparation is less complicated. Counselor educators and members of the profession do agree that counselors should have substantial graduate preparation in the following areas:

1. Psychological foundations--including developmental psychology, learning, personality, individual differences, exceptionality, and abnormality.

2. Environmental factors in adjustment--including occupational trends, societal issues and forces, educational sociology, and the world of work.

3. Philosophical and professional orientation--including educational

philosophy, counseling theory and philosophy, organization and administration of guidance, ethical and legal issues in guidance, curricular planning and development.

4. Basic guidance training--including testing and appraisal, guidance principles and services, group guidance, vocational and educational theory and information, statistics, research methodology.

5. Counseling preparation--including group and individual counseling theory and techniques and supervised field, laboratory, and practicum experience.

It is generally agreed that the counselor should have a master's degree in counseling and guidance including, in particular, some laboratory experiences and supervised counseling practice appropriate to the level.

An important indication of the district's commitment to the growth and development of the counseling and guidance program will be the kind and amount of advanced planning for qualified staff. A progressive system should encourage teachers who possess appropriate personal qualifications and interests to seek additional training in regular, planned programs of counselor education. These teachers should not be assigned to counseling positions before they have demonstrated their commitment to counseling and guidance by gaining additional training.

Counseling and guidance institutes, particularly the academic year programs, afford excellent opportunities for prospective counselors and practicing counselors to achieve and improve qualifications and preparation. School districts should encourage

practicing counselors to work toward advanced preparation. Recruitment and hiring of well-qualified personnel should not be limited to only those personnel already functioning within the district, but counseling positions should be open to all qualified candidates.

The personnel system should permit evaluation concerning full utilization of the individual's capabilities and potentials. This evaluation will include examination of the nature of the counselor's duties, the counselor-student ratio, availability of clerical help, and distribution of work load.

Each guidance staff member should have a long range plan for his continual development through inservice education, professional involvement, and individual study. This plan should be worked out with the appropriate administrator and/or the personnel officer and should be on file. The district should clearly recognize its responsibility by providing released time and financial support for attendance at professional meetings, workshops, visiting consultants, etc. The practice of granting sabbaticals and leaves for advanced training of the guidance staff is essential.

Guidance Services

Although specific features of guidance programs will differ from one district to another, every counseling and guidance program should be inclusive (that is, planned to encompass grades K-12), coordinated, and integrated into the total educational experience and program. In addition, every program should concern itself with the development of certain services. The depth and breadth of such services will vary depending upon the nature of student needs, the number of

qualified counselors available, the size of the school district, and the degree to which a consistent theoretical point of view has been defined and articulated by the counseling staff.

The key service in a guidance program is *individual and group counseling*. The definition and image of this service should be carefully assessed. This involves examination of the types of tasks that are done in the name of counseling as well as the role expectations held by students, teachers, administrators, and parents. It is also important to determine if counseling services are provided only on a crises-problem oriented basis or if counseling services are planned for and offered to all students in keeping with the developmental aims defined by the counseling and guidance profession. Some indication of the kind of counseling service provided and its acceptance by staff and students may be gleaned by examining whether services are provided on a strictly voluntary, structured, or referral basis.

It is important to determine whether services are planned and distributed to all categories of students; that is, are the non-college bound receiving counseling and guidance services as well as college-bound? Is the program designed to help those students contemplating leaving school as well as those remaining in school? Are materials available to assist those students planning careers and vocations which do not require college education as well as materials to assist those planning to continue formal higher education? Is the program based on development principles so that services are provided to the average or non-problem student as well as to the academically able, college preparatory student, the below average student, or the problem student?

An important feature of the counseling service

is the degree to which group counseling and group guidance activities exist. The evaluation team should determine clearly whether these two kinds of group services exist and, further, must determine whether some activities labeled group counseling are really group guidance (information giving) services. Group counseling is an extremely effective approach to handling concerns associated both with developmental tasks experienced by all students at given stages and with adjustive problems such as those experienced by the potential dropout, the underachiever, the habitual truant or behavior problem.

Group counseling, like individual counseling, should be conducted only by those having special training since there are inherent dangers in the use of this approach by those who do not understand group processes. In addition, it is important that individual students be placed in group situations when that approach is deemed to be more relevant to their concerns than an individual approach. This requires that the guidance person responsible establish the criteria for group placement, be familiar with recommended criteria for group placement, and be familiar with principles of group dynamics.

The *group guidance* service can be used effectively in *orientation* programs. The orientation program should be continuous and should achieve both informational and attitudinal objectives. All children should be provided with information which will assist them in changing from one school level or program to another. Children, and parents, should have the opportunity to discuss and question the "new" procedures and requirements which may be made by such changes. However, many of the questions and concerns will come about after the change has occurred so that an orientation program should be an on-going process rather than a one or two day presituational experience.

It is during the on-going phase that group guidance services will shift emphasis from information giving to attitudinal concerns.

Various kinds of general information concerning course offerings, educational and vocational planing, curricular and extra-curricular activities, and testing purposes and procedures can be handled through group guidance programs. A distinctive feature of group guidance is that it allows for discussion, questioning, and feedback.

Another important service is *testing and appraisal*. This program should be systematic and have a close and integral relationship to developmental needs and concerns of students, to educational and curricular planning needs of school staff, and to the needs of the guidance staff. The evaluation team will be concerned with the use of test results, the availability of local norms, the existence of aids such as expectancy tables for interpretation of results to students, parents, and school staff, and the methods used and training of those individuals responsible for test interpretation. Ordinarily, test results should be used for the following purposes: to assist the student to gain insight into and knowledge of his own strengths and limitations; to assist teachers in individualizing and personalizing instruction; to assist the administration in its educational programing and curricular planning; to assist guidance personnel with diagnostic, placement, and referral services; and to provide research and general survey information concerning the characteristics of the student population and effectiveness of educational programs.

It is essential that the testing program be well understood and articulated to parents as well as to those directly involved. Each district should have a written statement concerning the administration of psychological tests, particularly

personality or character inventories. This statement should include the rationale for administering such tests and indicate whether such tests are given on an individual or school-wide basis and whether parental permission is required for administration.

State Board regulations of April 21, 1967 stipulate the following regarding testing:

Elementary

"Adequate guidance and counseling procedures that cover the areas of achievement measurement, promotion and retention, acceleration and individualization of instruction shall be provided; each school district shall require that there shall be on file the written consent of the parent or guardian prior to the administration of any diagnostic personality test."

Secondary

"The responsibility for guidance and counseling services shall be assigned to appropriately trained certificated personnel. A coordinated testing program and a coordinated system of student cumulative records shall be provided as well as adequate educational and vocational information. Each school district shall require that there shall be on file the written consent of the parent or guardian prior to the administration of any diagnostic personality test."

Non-test data including teacher observations, ratings, case study notes, interview records, etc., also constitute an important part of the appraisal information. Again, a clear written policy should exist concerning the confidential status and

availability of these kinds of records to staff, students, and parents.

All of these data together with complete personal information should be contained in a well-planned system of school and cumulative records.

Provisions for *occupational and educational information and planning* will also be evaluated. This service should be integrated, coordinated, and appropriately designed to meet the questions and concerns which students of all ages (K-12) have about the world of work and education. At the elementary level such a program should be primarily aimed at orientation and attitudinal factors, whereas at later stages it should be aimed at the more realistic and individual developmental tasks and problems associated with selecting a career or making educational decisions.

The information aspect of the service requires that job, career, and educational information dealing with all levels of work and education be available. Students of all ages, abilities, interests, and amount of "formal" education should be served by this program. In addition, information concerning opportunities for dropouts; financial aid for post-high school training including vocational, technical, on-the-job and apprenticeship training; and scholarships, work study, loan, and work opportunities for college bound students should be available.

Career planning services and activities should be evident to the team. Too often only the informational services have been established. It is through individual and group services such as counseling, testing, and orientation that a well-designed and effective developmental career and educational planning function is realized.

Guidance personnel should be particularly concerned

about involving the classroom teacher in this aspect of the program, for much of the information service as well as the planning service is most effectively achieved by cooperative and coordinated efforts of the teacher and counselor.

Planning opportunities should include provisions for exposure to a wide range of vocational role models via career days, scheduled speakers, field trips and college visits, first hand observation of work settings and job tasks, coordinated work experience, audiovisual media, individual conferences, etc.

Another facet of the counseling and guidance program to be evaluated is *consultation and referral* services. The counselor has a responsibility to confer with parents, teachers, and staff in order to help them better understand and plan procedures for working with students. Consultation with teachers should help them understand behavior and facilitate learning of individual students, interpret test and appraisal data, use occupational and educational materials, and employ certain guidance techniques appropriate to the classroom. The purpose of consultation is not to shape parents and teachers into counselors, but to help them accomplish their ultimate objectives.

A more formal type of consultation which should be included in the counseling and guidance program is the case conference. This type of consultation will involve various staff professionals and is recommended with more serious cases which may involve referral or long-term assistance.

The degree to which referral systems have been developed requires careful investigation. For various reasons some students will require referral to agencies separate from the school. This requires that guidance personnel be familiar with local referral sources, establish channels of

communication with them, and develop strategies for dealing with welfare, juvenile, medical, psychological, and academic referral agencies.

Counseling and guidance programs should also include a *coordination* function. The evaluation team will not only be interested in the degree to which the counseling and guidance program is itself integrated and coordinated, but will also examine the degree to which counseling and guidance services are coordinated with and have become an integral part of the total educational experience of students. This implies that guidance personnel have a responsibility to communicate with and interact with all school personnel organizing and developing curricular and extracurricular programs. In this instance the guidance personnel serve as consultants or resource persons bringing their knowledge about development, learning, student needs, and specific guidance principles to other professionals.

Placement and follow-up services constitute an important segment of the guidance program at both elementary and secondary levels. At the elementary level the counselor, serving as a member of a team, will assist school officials in studying individual student characteristics so that each child may be assigned to appropriate instructional units. At the secondary level placement will relate to job placement, full or part-time; curricular placement; college admissions and placement; and post-high school training placement.

Helping high school graduates and school leavers to find jobs is characteristically done in cooperation with other agencies such as the employment service. It may also involve consultation with teachers, particularly those who teach vocationally oriented courses, and prospective employers.

The student who aspires to college or other continuing education should be assisted in learning entrance requirements and fielding applications to schools of his choice. The counselor should also assist students to explore financial aid and scholarship possibilities.

A program of placement should neither favor the vocationally oriented student nor the college bound or gifted student. It should assist all students, providing equal counselor time and up-to-date, adequate information about out-of-school and post-high school opportunities of all kinds.

Provisions for follow-up are essential. The follow-up program should aim at collecting those kinds of data which will assist in evaluating and strengthening all services included within the counseling and guidance program. This means that, as far as possible, periodic attempts should be made to collect data and opinions from students who have left or graduated from school as well as those students still in school. It is important that the follow-up program be general in nature; that is, that it be aimed at representative samples of all students and not just one segment such as the college or college-bound student.

An important indicator of the quality of a counseling and guidance program is the degree to which the administration and staff are committed to *research and program development*. Although the counselor will not be recognized primarily as a research person, he is nonetheless committed to a research attitude and is constantly seeking new evidence concerning the nature of the school and student population and their needs, the effectiveness of the guidance program, and the feasibility of introducing innovations and change. He will work closely with the research director, administration, and teachers.

That the counselor should be involved in program development implies that he work a portion of his time with the guidance staff and the total school staff in reexamining the objectives of the counseling program, restudying the role and function of the counselor, reinterpreting the guidance needs of the school and community, and extending the counseling and guidance program to include recent developments within the profession. Of special importance is continued involvement with the total school staff through workshops or inservice programs, as well as direct individual contact to facilitate understanding of the counseling and guidance program and to relate it to the total school program.

Federal, State, and Community Resources

The school district officials should be knowledgeable about all sources of state and federal aid which may be used to supplement local support of the counseling and guidance programs. Ordinarily it will be deemed helpful to take advantage of funds and professional assistance provided under such laws as the Economic Opportunity Act of 1964, the National Defense Education Act, Elementary and Secondary Education Act of 1965, and the Vocational Education Act of 1963. Constant awareness of emerging educational legislation is important to facilitate advanced planning.

In addition to financial support provided through state departments, numerous kinds of professional staff assistance may be called upon by local districts. These may include the services of the State Guidance Supervisor for consultation and assistance in evaluation, the State Director of Research for assistance in formulating and implementing local studies, and various staff members for special education, vocational education, and curriculum. Close liaison with such state agencies

should be maintained.

There should be evidence that a survey of community resources relating to the guidance needs of the students has been made. These may include available vocational training and employment opportunities, career information resources, referral opportunities, scholarship and financial aids, etc. The involvement of a community study specialist will permit a more extensive analysis of the community potential for meeting guidance needs of the children and youth.

Reporting and Disseminating Results of the Study

Progress of the evaluation study should be frequently communicated to the staff and community. Periodic news releases are helpful in keeping those concerned informed as to the stages of progress. Staff members within the district who are working with the evaluation team should serve also as contacts with staff in describing the progress of the study and receiving feedback which may assist the team. Meetings with administrators, the school board, and the counselors will be required as the study progresses and may serve also to communicate progress to other staff members.

The final reporting and dissemination of results will involve many key groups in the school program. These should include parent groups, teachers, counselors, administrators, the school board, and other interested members of the community. Programs planned in the school and community to allow for a brief presentation of the evaluation study, followed by an opportunity for questions and interaction, are especially helpful. An abstract of the report made available to all concerned should be prepared. Close communication with the press is especially needed when

disseminating the study results to the community.

The subsequent development of the counseling and guidance program will depend to a large extent on the degree to which the staff, administration, and key community persons understand the guidance program and the nature of changes needed. Positive growth depends on cooperation and commitment of all involved.

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